**Prompt Sheet**

Keep this summary near at hand at school, to prompt you about when and how to use the compensation strategies you have learned in the Tilting the Seesaw Online programme. You are welcome to copy the following pages:

|  |  |
| --- | --- |
| **What?** | **How?** |
| Understand   Autism | Remember the dark alley, the bridge and the ‘No N’ game! |
| Difficulties with social interaction and communication |
| Restricted interests and repetitive behaviours |
| Strengths on ‘same-same’ side of the seesaw |
| Poor prioritisation of sensory input, especially social information |
| Your   Communication   Style | Reduce language, wait for replies, Rule of 5 |
| First, get student’s attention |
| Be specific, give exact times and positions |
| Three warnings to finish activity |
| Visual   Supports | Visual representation of time passing |
| Break up lesson plans into visual sequences, individualise |
| Demarcate areas visually |
| Foster independence in schoolwork and playtime |
| Sensory   Sensitivities | What sensory input calms the student? What overloads them? |
| Sensory diet: Regular breaks? Regular exercise? Individualise |
| Environmental Adaptations | Move desk? Adapt desk? Wear cap? |
| Ear muffs? Quiet corner/room? |
| Comic Strip   Stories | Review incidents |
| Explain what people might be thinking, why things happened |

|  |  |
| --- | --- |
| **What?** | **How?** |
| Stories for   Support | Stories about student doing well to boost self-esteem (50%) |
| Stories to inform of what is to happen or change |
| Stories to help understand rules and hidden curriculum |
| Understanding- rather than compliance, individualise |
| Include Me | Structure activities so the student has a job |
| ‘Peer-mediated’ means supporting the peers/buddies |
| Stay, play and talk |
| Circle of friends |
| Schedule breaks (sensory diet) to reduce anxiety |
| Relationships | Whānau and teacher |
| Open, honest and regular communication |
| Parents want to hear positives too |
| Challenging   Behaviour | Functional Analysis of Behaviour |
| What’s the function of the behaviour? |
| ‘Why’ rather than ‘what’ |
| Teach an alternative behaviour |
| Change the environment |
| Teach a new communication |
| Independence | Use independent work systems |
| Use visual schedules |
| Boost confidence through stories for self esteem |